

Local Collaborative Leader Recruitment

Iowa | Micromessaging to Reach and Teach Every Student™



N A P E

National Alliance for
Partnerships in Equity

Do you believe that every person should be able to fulfill their potential through equal access to and equity in educational options that lead to the entire spectrum of career choices?

Are you motivated and prepared to lead your colleagues on a journey of self-awareness and strategic action towards educational equity?

If so, then you could be an excellent candidate to participate as a **Local Collaborative Leader** in Iowa's unique implementation of the **Micromessaging to Reach and Teach Every Student™ Program**.

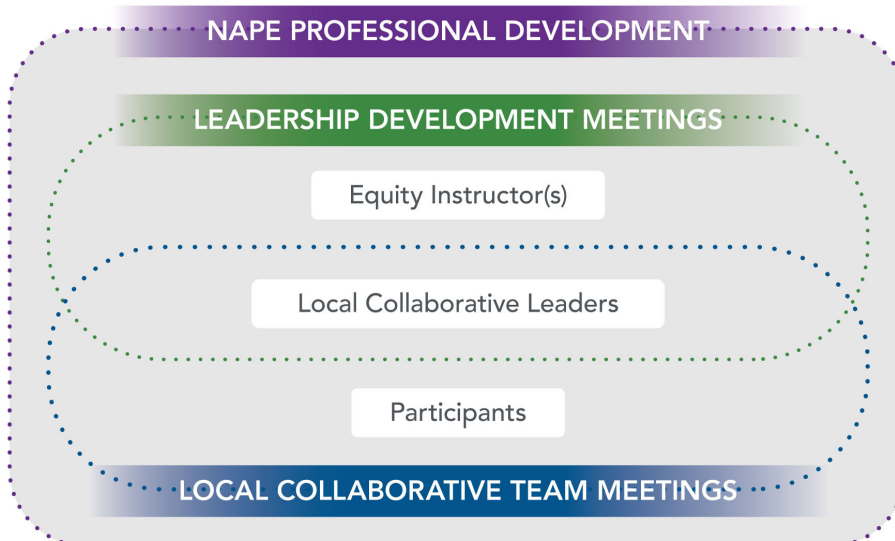
This program is the one of the flagship curriculums of the National Alliance for Partnerships in Equity. NAPE's research-based, strategy-driven, practical-application-focused professional development is designed to assist teams of educators to address specific school needs related to: equitable learning environments, student academic success and ultimately, readiness to pursue high-wage, high-skill, high-demand careers.

This document outlines Iowa's custom implementation of the Micromessaging to Reach and Teach Every Student™ Program, and describes the application process to be considered as a candidate for one of thirty Local Collaborative Leaders chosen across the state.

NAPE's Professional Learning Community for Educational Equity



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What is a Local Collaborative Leader?

Local Collaborative Leaders (LCL) are trained in a virtual environment over the course of four meetings by a Certified Equity Instructor to support the implementation of innovative instructional strategies with their local collaborative teams (LCT)– each consisting of four to five participants.

Local Collaborative Leaders will be:

- social justice minded
- motivated to lead others
- available to lead others
- influencers on their campus
- experienced in PLCs
- committed to the process

The primary responsibilities for LCLs are:

- attend virtual professional development workshops, also called leadership development meetings, and complete all pre and post activities related to each meeting.
- communicate readily with the NAPE Equity Instructor.
- communicate successes and challenges in the leadership development meetings.
- lead the local collaborative team meetings to help participants dig deeper into equity concepts.
- provide a safe learning environment for participants to ask questions, dig deeply into concepts, and develop strategies.

What is a Professional Learning Community?

A PLC is a school or district approach to education and professional development that includes all educators. The fundamental building block of the PLC process is a collaborative team structure. The PLC consists of all participants of the professional development program, including the Equity Instructors. This reflects the mindset that PLC encompasses the entire professional development process, not just the meetings.

PLCs are endorsed by many individuals and professional organizations as a promising path for sustained improvement in K-12 and higher education institutions. This approach supports shared learning, collective responsibility, action research, and continuous improvement.

PLC benefits include:

- Collaborative nature and collective responsibility.
- Higher expectations for student achievement.
- Increased quality of classroom pedagogy/ andragogy.
- Increased professional growth of educators.
- Increased capacity building and sustainable improvement.
- Increased feeling of reward from the profession.

In high-performing PLCs, educators:

- Focus on the critical questions that must be addressed in the mission of learning for all students.
- Collaborate with one another to improve professional practice.
- Assume collective responsibility for student learning.
- Use existence of student learning to inform and improve their professional practice.
- Develop systems of intervention and enrichment to meet the needs of every student.



Who is involved?

Participant Schools: Iowa school or district, public or private, that would support a team to address STEM equity in their schools/district. Teams with members from more than one district or school are eligible to participate.

NAPE Equity Instructor (EI): Content expert who delivers professional development and facilitates the Leadership Development Meetings.

Local Collaborative Leader (LCL): Leader of the Collaborative Team Meetings who works closely with the team of LCLs and the NAPE EI to guide participants.

Participants: Colleagues of the Local Collaborative Leader, who have committed to the PLC.

What are the different teams?

The **PLC** consists of all professional development participants including equity instructors, local collaborative leaders, and participants in local collaborative teams.

The **Equity Team** consists of the Equity Instructors (EI) who deliver professional development and facilitate leadership development meetings.

The **Collaborative Team** consists of the local collaborative leaders and participants in local collaborative teams who work together to dig deeper into concepts.

What are the different meetings and my role in each?

Leadership Development Meetings (LDMs) are attended by all Local Collaborative Leaders (LCL) and the NAPE EI, who work together to learn new concepts, answer questions, review resources for equity concepts, discuss progress, and receive guidance on leading collaborative meetings. These four meetings will be held virtually. LCLs should be prepared with questions and an update of the progress of your collaborative team meetings.

Collaborative Team Meetings (CTMs) are facilitated by LCLs. These four meetings in person. LCL and participants work with each other to answer questions, review resources, dig deeper into concepts, and receive guidance on implementing strategies. The LCL tracks attendance and progress of participants, utilizing lessons learned during the LDMs.

What are the program components, and the expectations for LCLs?

Using a digital platform or a learning management system (LMS), *NAPE will provide the following items for each of four units:*

	Key Components	Description and expectations	Resources needed
1	Virtual Learning Community (VLC) for Local Collaborative Leaders (LCL)	This will be an online platform that includes all of the key information for the project, such as Moodle, Blackboard, or similar. LCLs will login and complete their professional profile.	<ul style="list-style-type: none"> • LMS Login • Tablet or computer • Internet connection
2	Pre-virtual-workshop activity, VLC discussion	All LCLs will have a 30-60 minute assignment to complete and discuss online with other LCLs before the virtual workshop. LCLs will recruit local colleagues to participant in the Local Collaborative Meetings (LCM), for the duration of the project (4 units)	<ul style="list-style-type: none"> • LMS Login • Tablet or computer • Internet connection
3	120 minute virtual workshop (VW)	LCLs must be present and actively engaged in the workshop. After Unit 1, LCLs must be prepared to report out from the LCM.	<ul style="list-style-type: none"> • Tablet or computer • Internet connection • Webcam • Headphones with microphone
4	Post-VW activity, VLC discussion	All LCLs will have a 30-60-minute assignment to complete and discuss online with other LCLs after the virtual workshop.	<ul style="list-style-type: none"> • LMS Login • Tablet or computer • Internet connection
5	Prepare for Local Collaborative Meeting (LCM)	LCLs will review the unit PLC guide. LCLs will coordinate a meeting with participants of their LCM. LCL will prepare materials for LCM.	<ul style="list-style-type: none"> • PLC Guide • Contact information for participants • Participant guide for LCM
6	Local Collaborative Meeting (LCM)	LCLs will lead the LCM.	<ul style="list-style-type: none"> • PLC Guide • 5 minute video • Participant guide for LCM
7	Post-LCM activity, VLC discussion	All LCLs will have a 30-60-minute assignment to complete and discuss online with other LCLs after the LCM.	<ul style="list-style-type: none"> • LMS Login • Tablet or computer • Internet connection

What is the timeline?

	Step	Date
1	Selection of LCLs	November 2016
2	Pre-assessment	December 2016
3	Unit 1	January 2017
4	Unit 2	February 2017
5	Unit 3	March 2017
6	Unit 4	April 2017
7	Post-assessment	May 2017

Proposed Units

1. Equity vs equality, stereotypes, bias, intro to VLC process
2. Micromessages
3. Self-Efficacy and Mindset
4. Equitable learning environments/Equity in PBLs

Application Materials Available Online

If you would like the opportunity to be a Local Collaborative Leader, please follow the steps on the website:

<http://www.iowastem.gov/equity-training>